

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
AND
Superintendent of Schools



OF THE
TOWN OF SOUTHBRIDGE
For the Year Ending December 31, 1961



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TOWN OF SOUTHBRIDGE
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OF THE

SCHOOL COMMITTEE

AND

OF THE

SUPERINTENDENT OF SCHOOLS

SOUTHBRIDGE, MASSACHUSETTS

DECEMBER 31, 1961

THE SOUTHBRIDGE SCHOOL COMMITTEE

1961 - 1962

John Rossi, 18 Lyons Street, Chairman	1962
Dr. Ralph R. Racicot, 192 Chapin Street, Vice-Chairman	1964
Albert Langevin, 256 Hamilton Street	1964
Lorenzo Beaupre, 131 Central Street	1963
Francis Bousquet, 14 Meadowbrook Road	1963
Raymond Brodeur, 99 Elm Street	1963
Armand Bellerive, 176 Dresser Street	1962

MEETINGS OF SCHOOL COMMITTEE

The regular meetings of the School Committee are held on the first Tuesday of each month at 8:00 P.M. in the office of the Superintendent of Schools, Mary E. Wells Junior High School building.

There are no regular meetings in July and August.

SUPERINTENDENT OF SCHOOLS

Robert L. Fox

Residence: 46 Columbus Avenue Tel. 4-8400

Office: Mary E. Wells Junior High School
building Tel. 4-3285

SECRETARIES

Margaret R. Connolly, 14 South Street Tel. 4-6513

Mrs. Leona Lavoie, 62 Glenwood Street Tel. 4-6733

The Superintendent's office is open from Monday through Friday, from 8:30 A.M. to 5:00 P.M.

SCHOOL PHYSICIANS

Dr. William Langevin, 24 Everett Street Tel. 4-7358

Dr. Adah B. Eccleston, 62 Elm Street Tel. 4-8141

SCHOOL NURSES

Mrs. Lottie A. LeBlanc, 54 Westwood Parkway Tel. 4-3359
 Mrs. Pauline Boucher, 405 Charlton Street Tel. 4-7772

SCHOOL CALENDAR

Winter term, seven weeks January 2 - February 16
 Spring term, seven weeks February 26 - April 13
 Summer term, nine weeks April 23 - June 22
 Fall term, sixteen weeks September 5 - December 21

NO-SCHOOL SIGNALS

During the School Year 1961 - 1962 whenever weather conditions are such that school authorities decide to cancel sessions for the elementary and junior high school students for the day, there will be *two* sets of eight blasts of the fire siren at 6:45 A.M.

Senior high school students will be expected to attend on all regular school days excepting when the weather makes travel impossible. In this case there will be *three* sets of blasts of the fire siren instead of two.

When it is necessary to make a decision regarding closing, schools will be closed for the entire day.

RADIO ANNOUNCEMENTS FOR NO SCHOOL

WESO	6:30 A.M.	6:45 A.M.	7:00 A.M.
WTAG	7:00 A.M.	7:28 A.M.	7:45 A.M.
WAAB	6:35 A.M.	7:15 A.M.	7:30 A.M.

ENROLLMENT OCTOBER 1, 1961

Grades	Boys Girls 5 - 7		Boys Girls 7 - 14		Boys Girls 14 - 16		Boys Girls 16 Up		Boys Girls Total	
1	78	69	10	5					88	74
2	27	25	60	72					87	97
3			95	88					95	88
4			87	65					87	65
5			99	84					99	84
6			86	95	4	2			90	97
7			73	78	14	3			87	81
8			81	59	38	13	2	1	121	73
9			11	23	65	77	1	3	77	103
10					59	86	4	4	63	90
11					9	12	40	50	49	62
12						1	43	57	43	58
Trade			5		60		89		154	
Special			14	12	9	4	1		24	16
Total	105	94	621	581	258	198	180	115	1164	988
Total Southbridge Public Schools										2152
Total St. Mary's School										451
Total Notre Dame School										774
Total Ste. Jeanne d'Arc School										220
Grand Total (all pupils attending school in Southbridge)										3597

FINANCIAL STATEMENT

	Appropriations	Expenditures	Reimbursements	Balance on hand Dec. 31 1961
Salaries	\$623,285.00	\$607,594.50		\$15,690.50
Other Expenses (Including Transportation, Tuition, Medical Expenses, Textbooks Supplies, Operation and Maintenance of Plant, Equipment, Capital Outlay, etc.)				
Contingency	147,801.00	146,975.75		825.25
Audio Visual Aids	5,748.60	5,612.07		136.53
Music	2,000.00	1,996.76		3.24
Playgrounds	2,000.00	1,889.04		110.96
Dresser Street Field	4,500.00	4,487.28		12.72
Federal Lunch Program	10,467.00	10,461.59		5.41
General Athletic Fund	3,500.00	3,500.00		
Smith-Hughes Fund	2,300.00	1,795.50		
State Aid for Schools (Chapter 70)	1,713.00	1,713.00		
Vocational School, State Grant			147,293.91	
High School Tuition (State Wards)			41,960.55	
Elementary Tuition			211.83	
Vocational School Day and Evening Tuition			86.10	
Goods Sold (Trade School)			6,957.67	
Adult Civic Education			12.00	
Cole Trade High School Clerical Services (Veterans' Reports)			407.00	
Refund — Cole Trade			43.00	
Refund — Insurance			3.00	
			55.60	

SCHOOL PERSONNEL

The name, date of appointment, official title, and degree appear in that order.

Robert L. Fox—1954, Superintendent of Schools	M.Ed.
Kathryn Beauregard—1922, Assistant to Director of Guidance and Placement	M.A.
Claire Birtz—1937, Supervisor of Art (Grades VII - XII)	
Dorothy Daly—1961, Supervisor of High School Girls' Physical Education	
Sidney C. Gates—1960, Supervisor of Choral Music (Grades VII - XII)	B.A.
Lewis A. Kyrios—1938, Director of Guidance and Placement	D.Ed.
Donald Marino—1958, Supervisor of High School Boys' Physical Education	B.A.
Rosalie Rubenstein—1959, Supervisor of Elementary School Music	
Helen Santilli—1960, Supervisor of Elementary Physical Education	B.S.
Paul J. Sweet—1950, Supervisor of Instrumental Music	

Southbridge High School

James M. Robertson—1937, Principal	D.Ed.
Edward Desroches—1949, Assistant Principal	M.Ed.
Nora Adams—1947, Secretary to Principal	
George Aubin—1961	M.A.
Melvin D. Baran—1961	B.S.Ed.
Rose Brodeur—1939	M.A.
Eva Casavant—1933	M.A.
Francis Cassidy—1960	B.A.
Constance Coderre—1929	B.S.
John Conlon—1960	B.A.
Thecla Fitzgerald—1926	M.Ed.
William Fletcher—1960	Ph.D.
Persis Howe—1930	B.S.Ed.
Joseph Jordan—1959	B.A.
Barbara Kyrios—1940	B.S.Ed.
Melia LeBoeuf—1960	
Harold McAuliffe—1961	B.A.
M. Jacqueline McGarrell—1960	B.A.
Harry J. McMahan—1926	M.Ed.
William Nickerson—1941	B.S.Ed.
Eugene Remian—1959	B.S.
Marion Sanford—1961	B.A.
Ada M. Tieri—1961	B.S.
Frances Troy—1927	B.S.Ed.
Roland A. Varin—1961	B.S.Ed.
Robert Young—1959	M.Ed.

Cole Trade High Division of Southbridge High School

Raymond L. W. Benoit—1949, Director	M.Ed.
Frank P. Skinyon—1934, Assistant Director	B.S.Ed.
Elsie A. Hofstra—1933, Secretary to Director	
Alice Nichols—1960, Clerk	
Robert V. Beals—1957	M.A.
Donald A. Bernard—1961	Assoc. Eng.
*George H. Braman—1938	
Anthony J. Chlapowski—1956	M.Ed.
Walter J. Glondek—1938	
Leonard W. Keyes—1959	Assoc. Eng.
David F. Knight—1956	
Lucian J. Manchuk—1956	
William B. Paul—1942	
Edwin J. Waskiewicz—1952	
* Deceased	

Mary E. Wells Junior High School

Lucille M. Thimblin—1961, Supervising Principal	M.A.
Anita Bergeron—1961	B.A.
John Bower—1958	M.Ed.
Donald Child—1961	B.S.
Francis Clark—1959	M.Ed.
Alice Dion—1926	
Francis Flanagan—1956	B.S.
Irene Gough—1914	
Harold Kinnear—1959	B.S.Ed.
Claire Kirk—1949	M.Ed.
Joan Macker—1960	B.S.
Edith Manzi—1957	B.S.
Margaret Monahan—1960	B.A.
Joseph Montigny—1959	B.S.
Stanley Naumnik—1954	B.S.Ed.
Barbara Norcross—1961	B.A.
Raymond Renaud—1959	B.S.Ed.
Anthony Santilli—1961	B.S.
Agnes Stone—1957	
Celestine Sweet—1932	B.A.
Robert Windheim—1959	B.S.
Donald Xenos—1960	B.S.Ed.

Elementary Schools

Raoul O. Lataille—1939, Supervising Principal	M.Ed.
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Charlton Street School

Camella Dintini—1940, Grade 4, Teaching Principal	M.Ed.
Frances Dragon—1960, Grade 1	B.A.

Lorene Fierro—1954, Grade 3	B.S.Ed.
Dorothy Locke—1954, Grade 2	
Ruth Mahan—1961, Grade 1	B.S.
Thomas Mahoney—1954, Grade 5	B.S.
Dorothy Robida—1961, Grade 2	B.S.
Dorothy Sheriff—1945, Grade 5	
William Sullivan—1960, Grade 4	B.S.
Alice Toomey—1961, Grade 3	B.A.

Eastford Road School

Constance L'Ecuyer—1940, Grade 3 — Teaching Principal M.A.	
Laurenda Boyer—1927, Grade 5	
Josette Dupuis—1948, Grade 1	B.A.
Carroll Hughes—1961, Grade 1	B.S.Ed.
Joan Little—1957, Grade 5	B.S.Ed.
Julia Morrill—1914, Grade 3	
Anita Sfreddo—1954, Grade 2	B. Music
Marie Skaza—1949, Grade 2	
Florida Tarquinio—1942, Grade 4	B.S.Ed.

Pleasant Street School

Patricia Callahan—1939, Grade 4 — Teaching Principal M.Ed.	
Kathleen Burns—1958, Grade 3	
Carol Monette—1960, Grade 1	B.A.
Mary Winston—1951, Grade 2	

West Street School

Vincent J. Puracchio—1950, Grade 5—Teaching Principal M.A.	
Helen Cragen—1961, Grade 2	B.S.
Helen Golden—1948, Grade 4	B.A.
Myrtle Jodrey—1944, Grade 5	
Katherine Karcasinas—1961, Grade 5	B.A.
Martha Koprowski—1954, Grade 2	B.S.Ed.
Madelene Proulx—1954, Grade 1	M.Ed.
Eva Salviuolo—1943, Grade 3	B.S.Ed.

1961 - 1962

Change of Teachers

Resigned

Michaleen H. Barry—June	Charlton Street School
Richard Belair—June	Mary E. Wells High School
Dorothy Berthiaume—June	West Street School
*George Braman—November	Cole Trade High School
Mary Chambers—June	Charlton Street School
Donald Charlesworth—March	Marcy Street School
Nicholas Costa—June	Mary E. Wells High School

Elizabeth Curtis—June	Charlton Street School
Thomas Flanagan—June	Eastford Road School
James L. Healy—June	Marcy Street School
Genevieve Long—June	West Street School
R. Joseph Racine—April	Supervising Principal Grades 6, 7, 8
Charlotte Ryan—June	Charlton Street School
Robert R. Weiss—June	Mechanic Street School
Appointed	
George F. Aubin—Sept.	Southbridge High School
Melvin Baran—Sept.	Southbridge High School
Anita Bergeron—Sept.	Mechanic Street School
Donald Bernard—Sept.	Cole Trade High School
Donald Child—Sept.	Pleasant Street School
Helen Cragen—Sept.	West Street School
Dorothy Daly—Sept.	Southbridge High School
Carroll Hughes—Sept.	Eastford Road School
Katherine Karcasinas—Sept.	West Street School
Harold McAuliffe—Sept.	Southbridge High School
Barbara Norcross—Sept.	Mary E. Wells Junior High School
Dorothy Robida—Sept.	Charlton Street School
Marion Sanford—Sept.	Southbridge High School
Anthony Santilli—Sept.	Pleasant Street School
Lucille Thimblin—Sept.	Supervising Principal of Mary E. Wells Junior High School
Ada Tieri—Sept.	Southbridge High School
Alice Toomey—Sept.	Charlton Street School
Roland Varin—Sept.	Southbridge High School
* Deceased	

In Memoriam

MR. GEORGE BRAMAN

The entire community was saddened in November by the sudden death of Mr. George Braman, teacher of quality, friend to many, and a source of inspiration to his fellow members of the school staff.

May his many former pupils emulate his kind consideration of his fellow man, and may they have learned the lessons he has taught them well.

Janitors

Joseph Brouillard—1954	Head Janitor
Raoul Arpin—1959	Southbridge High School
Telesphore Beauregard—1957	Mary E. Wells Junior High School
Anatole Bombardier—1957	Cole Trade High Division of Southbridge High School
Norman Demers—1961	Southbridge High School
Wilfred P. Gauthier—1952	West Street School
Ernest Knowles—1961	Pleasant Street School
Adelard Lavallee—1952	Southbridge High School
Theophile Leduc—1943	Charlton Street School
Joseph Moore—1941	Eastford Road School
George St. Martin—1953	Mary E. Wells Junior High School

REPORT OF THE SUPERINTENDENT OF SCHOOLS FOR 1961

To the School Committee and Citizens of Southbridge:

I hereby submit my eighth annual report as Superintendent of the Southbridge Public Schools. This is the seventieth in a series of such reports.

At last the new Southbridge High School has been completed and is an integral part of the System. More than two and one-half years have elapsed since the citizens of the community voted overwhelmingly in favor of erecting a new school. The availability of this building adds about 60,000 square feet of floor space and, in addition to allowing a modern program to be administered, eliminates overcrowding as evidenced by the use of rooms which were never intended for classroom purposes.

A series of reports on education which began about 1940 has brought to the American public an increased knowledge of many of the problems surrounding the development of youth. Equalization of educational opportunity has been the goal of those who favor federal aid to education because, by making such aid available in varying quantities according to the need, children in the poorer states of the South would have the same opportunity as children in wealthier sections of the country. The philosophy of equal opportunity, however, may and perhaps should be applied to education within a community. A child with exceptional ability who has available to him only the means of development which is intended for the average or below average student is not being treated fairly. Conversely, a student of poor ability who has to face the challenge of work beyond his capacity day after day must endure the frustration of constant failure.

Therefore, we believe that each child should be placed as carefully as possible in the group with which he can make the most progress. He should be exposed to such work as he can assimilate, and he should have to meet a challenge which will best develop him into a well-rounded, useful and understanding citizen.

We have three levels of education in the Southbridge Public Schools at the present time. Gone are the days when eighth graders were moved in and out of the high school building depending on where there was sufficient room for them: when pupils had to be transported from one end of the town to another; when first graders and eighth graders sometimes occupied the same building. We now have grades 1 to 5 in the four elementary buildings, grades 6, 7, and 8 in the Mary E. Wells Junior High School, and all senior high school pupils in

one grouping. We have here an organization which, in structure, is far more acceptable than any Southbridge has enjoyed in the past.

There are three classes for retarded pupils in the Southbridge School System. At the other end of the scale there are three groups in the advanced Elementary School Program, one each in grades 6, 7, and 8. The pupils in the advanced eighth grade will enter high school with four years of French, one of algebra, and a richer background in other subjects than would be possible under other circumstances.

This, then, is how we are attacking the problem of equalization of opportunity which must necessarily take ability into consideration. At the high school level we have honors courses and standard courses. A student who has unusual ability in English and not in other subjects may be in the honors course in English only. On the other hand a pupil with the capacity in all subjects may take the honors course in all subjects. At the Mary E. Wells Junior High School pupils in each grade are segregated according to ability; and, in so far as it is possible, the same course is followed in the elementary schools. Emphasis, then, from the advanced program to the retarded classes is on careful selection, homogeneous grouping, and the offering of equal opportunity to all of the children.

The report this year is administrative in nature: an attempt to place before you what disposition will be made of the improvements in educational facilities. Therefore, the rest of this report will contain the aims, goals, and recommendations of those who are immediate assistants to the Superintendent in the administration of the Southbridge Public Schools.

REPORT OF THE SOUTHBIDGE HIGH SCHOOL

DR. JAMES M. ROBERTSON, *Principal*

November 27, 1961, and the week preceding it were memorable days for the administration, faculty, and students of Mary E. Wells High School, for during those days we undertook the herculean effort of moving from Marcy Street to the new Southbridge High School. I want to take this opportunity to express my gratitude to everyone who helped in any way, however great or small, to make Southbridge High School a reality. My dream of over twenty-five years is now realized. It is my sincere determination to offer every advantage to the pupils that a modern educational plant and fine faculty can provide.

In accordance with your request, my twenty-fifth annual report as Principal of Southbridge High School is hereby submitted.

The enrollment for the year 1961-1962, as of October, in the academic division is divided as follows: Seniors — 100, Juniors — 111, Sophomores — 153, Freshmen — 180, Post-graduates — 1, making a total of 545 students. The enrollment in the trade division is as follows: Seniors — 21, Juniors — 34, Sophomores — 34, Freshmen — 57, making a total of 146.

Program of Studies

Diplomas are granted upon completion of three different courses; namely, Academic, Commercial, and Civic-Social.

One hundred twenty-three pupils were graduated on June 18, 1961, and their names are included in this report for the information of interested citizens.

Class of 1961

**Diane Janice Adamick	John Allen Hoyt
**Gloria Jeanne Asselin	**Helen Mary Iacobucci
Victoria Ann Barth	Joan Mary Iozzo
**George Andrew Bednarz	**Louise Jovan
Arthur Lucien Benoit	Thomas James Kane
*Cynthia Gertrude	**Dorothy Ann Karbowski
Berthiaume	Athena Karcasinas
**Patricia Sophie Bicki	**Patricia Maria Kowalski
*Richard Bruce Boiteau	Pauline Jeannette LaFleche
Elizabeth Irene Boland	Bruce MacArthur Laliberte
**Mary Elaine Bousquet	Joanne Isabelle Laliberte
**Mary Jane Bousquet	**Jill Lamarine
**Lucille Diane Buchiachio	**Diane Alice Landry
**Richard Drinkwater	Margaret Mary Langevin
Bucknam, Jr.	Ann Hughes Lapointe
**Dennis Michael Bushe	Jane Elizabeth Laughnane
Jeanne Rita Caouette	*Neal Michael LeBlanc
Susan Irene Caplette	**Mary Ann Libuda
*Nancy Ann Carpenter	*Maralee Judith Mach
*Robert Thomas Cerny	Philip Carling Mathews
**Linda Mary Anne Chapman	Richard Garrett McAvoy
Brian Douglas Chipman	**Mary Elizabeth McKinstry
Stephen Robert Christo	*William Robert McKinstry
Marilyn Ann Ciesla	**Martha McMaster
*Patricia Eva Colognesi	**Mary Ellen Morin
Joseph Bernard Costa	*Eriphily Nikolla
*Kenneth Charles Cotton	**Patricia Ann Nolan
*Shirley Elaine Damian	**William Eugene Orzech
Virginia Marie Dani	*Donald Peter Palmerino
*Norma Ruth Davis	*Shirley Ann Palmerino
Ann Mary Decataldi	Bruce Alexander Panico
**Suzanne Elisabeth	Carol Ann Pariseau
Delehanty	*Brenda Anne Phipps
*Aline Anne Despres	**Robert Polakowski
Dennis Raymond Desroches	*Raymond Francis Pollone

Donald Edward Desroches
 **Marjorie Ellen Devine
 Marsha Irene DiCrescenzo
 Richard Paul Diorio
 *Janice Carol Dobson
 **Judith Elaine Dufault
 **Judith Frances DuPaul
 *Paul Lionel Dussault
 *James Alfred Ferron
 **Patricia Louise Gallery
 Jeanne Aline Gaucher
 **Beverly Joyce Gauthier
 *Patricia Ann Gay
 David Allen Gibson
 William Daniel Gibson
 Ronald Michael Giovanello
 *Nancy Jean Gobeille
 Peter Vance Gould
 *William James Grandone
 Peter James Grant
 *Doris Ellen Gravel
 *Sandra Louise Green
 Sandra Lee Havener
 *Marilyn Doris Haynes
 Alice Mary Hebert
 **Marcia Anne Houde
 David Arthur Houle

Judith Lee Pontbriand
 *Louisa Rapo
 *Mary Rita Reil
 Irene Elodia Renaud
 Marguerite-Ann Elizabeth
 Rines
 Carol Ann Rizner
 Richard Paul Robidoux
 Vincent Francis Sabatinelli
 *Jane Marie Senecal
 **Catherine Judith Sfreddo
 Bernard David Sherry
 Gerald Sheldon Simon
 *Sharron Frances Smith
 **Janice Louise Smolen
 **David Rand Spielvogel
 Peter Lazar Spiro
 **Patricia Ann Splaine
 *Francis Joseph Strenk, Jr.
 Michael Alfred Sullivan
 Elmer Charles Tardif
 Robert Theodore Thomas
 *Richard Emile Tiberii
 **Judith Ann Tobia
 Alvin Arthur Tompkins
 **Nola Marie Vincent
 Alice Louise Volpini
 **John Stephen Volpini

Special Students

David Lee Bouthillier Shirley Constance Malisory
 * General average of 80% or above for four years.
 ** Members of National Honor Society.

The Southbridge Plan has been modernized this past year. The enriched program for the rapid learner and the gifted student is flexible. In other words, instruction is not standardized; students are not required to take the same static program. The students are screened for individual interests and are guided into courses which will develop their potentials to the highest peak within their individual abilities. The individual program may be seen in the Southbridge High School pamphlet, "Pathways to Success."

However, The Southbridge Plan is not only for the gifted student but for the average pupil and for the student talented in skill subjects, such as industrial arts, mechanical drawing, and home economics. Girls interested in learning a trade are accepted by an agreement with the Worcester School Department in the Worcester Girls' Trade School.

Health and Physical Fitness Program

President Kennedy has decried the lack of physical fit-

ness among many of our youth. I am sure that he refers to both sexes. With the construction of the gymnasium, another dream of mine came true. By use of a system of gymnastics and games, we hope that we can improve the physical fitness of our pupils. The physical fitness program includes not only fitness in sports but in posture, stamina, poise, and proper health habits.

Library

Southbridge High School has a large library in the process of being well equipped with books. Nevertheless, we must realize that a library, in order to be of the greatest value to the students and to the subject-matter teachers, should be under the charge of a trained librarian. The books should be properly catalogued and arranged according to the Dewey Decimal System. Students and teachers should obtain books as they do in any public library. I strongly urge the appointment of a well-trained librarian. Such an appointment would be not only academically important but would assure the townspeople that their large financial investment in books is protected.

The Science Department

The Science Department laboratories are equipped with unusually excellent facilities and equipment. As science has progressed and is progressing so rapidly, much new equipment was and will be mandatory.

It might be of interest to note here that Southbridge High School has on loan, from the Massachusetts Civil Defense Department, a kit which includes: 5 Dosimeters, 3 Survey Meters, 1 Dosimeter Charger, 2 Comparison Standards, and 3 Manuals.

Commercial Department

The Commercial Department has been implemented by seventeen new typewriters of the latest model, ten Royal manuals and seven IBM Selectrics, and it is making use not only of these models but also of other less recent models. There are fourteen electric typewriters in all and sixteen manuals. The department has all types of commercial equipment.

Twelve senior girls are engaged in part-time office employment in various businesses and industries in town. I extend my appreciation to the concerns offering such a valuable service to our commercial pupils. It is my hope that this service will grow to include not only girls but also boys interested in business careers. By June of the graduating year, the commercial pupils are equipped to provide skills such as: bookkeeping, filing, operation of calculating machines, operation of IBM key-punch machine, and transcription machines.

Foreign Language Department

The Language Department offers Latin, French, and Spanish. To make this department fully effective, a language

laboratory of fifteen to twenty-four units should be installed as soon as funds are available. Such equipment will cost from \$10,000 to \$12,000.

Art

A well-rounded education, according to Liberal Arts Colleges, never fails to provide an appreciation of the arts. In Liberal Arts Colleges this appreciation is developed through music, drama, and art. We are fortunate, indeed, to have an artist of Miss Claire Birtz' ability to develop the talents of those students interested in the arts. We have music directors who perform well; we have a very fine director of dramatics.

The art room in Southbridge High School is spacious and airy. Its color scheme in shades of light green with deep green accents and spice brown storage cabinets appeals immediately to the aesthetically gifted student. The modern kiln, stainless steel sinks, large study and storage areas make the art room a truly modern art center. I truly believe that the art room is unparalleled in any Massachusetts high school.

The offerings of all of the departments in Southbridge High School are amply covered in the pamphlet "Pathways to Success" and need no repetition in this report. The Trade Division, Guidance Department, and Health Department are presented in individual reports.

Recommendations

1. That a certified librarian be appointed.
2. That money be appropriated for assembly programs.
3. That a language laboratory be installed.
4. That after ten years of consecutive service, teachers and administrators be given sabbatical leave at full pay for professional study or travel.
5. That sufficient financial support be provided so that instrumental music training may be started in the elementary schools so that eventually, in addition to the marching band, a dance band, a classical orchestra, and other instrumental groupings can be possible.
6. That more gymnastic equipment be provided for the physical education program to carry out President Kennedy's ideal of making young America strong.
7. That the fire alarm system be remedied to meet the approval of Fire Chief Gregoire, and that the Trade Division of Southbridge High School be connected to same system.
8. That a summer school be started for the enrichment of students and also for make-up work.
9. That the "inter-com" system be enlarged to include the library and the Trade Division.

I wish to express my appreciation to the townspeople for their continued efforts in behalf of the Southbridge High School, and I extend my thanks to the School Department for support.

REPORT OF SOUTHBRIDGE HIGH SCHOOL

Robert H. Cole Division

RAYMOND L. W. BENOIT, *Director*

After some years of planning and work we are finally occupying the addition to our school. Public and specialized or vocational secondary school education is now located in one area.

There are some advantages to the Vocational Division in this arrangement as compared to the program which we had to endure formerly. We can now use the following facilities: the gymnasium, without a fifteen-minute walk in the rain or snow; the cafeteria, which keeps our building cleaner because we do not have milk bottles or lunch bags in the classrooms and corridors; the auditorium, where we can get together without walking across town; the athletic program, which calls for the joining of teams. This joining of teams, a new phase in sports, could or may prove beneficial sometime in the future.

Our honor society chapter is now being changed from Ella M. Cole Honor Society to the Cole-Corbin Chapter. Seven boys were added to the chapter this year from the Trade Division, and more will be added in the future.

As for the Trade Division, we have all of our machine department under one roof after many years of separation. This tends to make conditions for working and learning a great deal better. We have eliminated the necessity for two classes in one room at one time. Our electric department has been enlarged.

We have dropped a course in current events from our curriculum and added a course in general science. It was decided, after consultation, that current events were being covered sufficiently in the other sections of our English course and that the time spent in General Science would give our boys better training for the technical work into which they are going. A boy must now have at least 81 points to graduate. There is the possibility that this should be raised to 85 points in the future.

When a boy is in his junior year, he may be placed on the cooperative program provided his marks are high enough. A boy in the cooperative group must hand in work reports signed by his employer, shop instructor, and related teacher and must keep his marks up. The boy is given pay increases at the end of the first year, and again at the middle of his second year on cooperative work. We are starting our cooperative boys at rates ranging from \$1.15 an hour to \$1.40 an hour. We are now trying to expand our cooperative program, and with this expansion it would mean that we could train more boys with the physical facilities which we now have.

In regard to our graduates, there is a five-year follow-up survey which must be made each year to find out the type of work that the graduate is doing at the present time, and also to

find out if he is satisfied with his work or if he would like to make a change. With this information we are sometimes able to place a boy in another company doing the work for which he was trained.

There are other expansions which could be made in the future. One is the training of associate engineers in the 13th and 14th years. In order to do this, surveys must be made to determine the need for this kind of training. After the need is determined, it might seem likely that we would need more room space for that particular training. Vocational education for girls is constantly in our minds, but conditions are not right yet for the placement of these girls.

COLE TRADE HIGH SCHOOL GRADUATES — 1961

Cabinetmakers

*Bachand, Kenneth Alexander	Bradley, Neal Wayne
Beatty, Leonard John	Buckner, Thomas Charles
Bennett, Harvey Paul	Martin, Robert William, Jr.
Benoit, Bruce Edward	Rockwood, Edward Arthur

Draftsmen

Czyzewski, Ludwig Edward	Lippe, Francis Brian
Galipeau, Edward Alfred	Rannigan, Vincent Richard
Kaczmarek, Edward Stanley	Splaine, Ronald Francis

Electricians

Bachand, Alfred Raymond	Brown, Dennis Edward
Baldarelli, John Joseph	Galante, Richard Carl
Beatty, Harold Lincoln	Steele, Roger William
Bertrand, Edmund Ronald	Wonderlie, Francis Glennville
Young, David Harold	

Machinists

Boulanger, Armand Albert	Lanza, Stuart Leonard
Chamberland, Charles Edward, Jr.	Marino, Amadee Daniel
DiCrescenzo, Richard William	Roy, Robert Andre
Galliher, Dennis Irving	St. Germain, Armand Roland
*Gardner, Bruce Carlton	*Savage, Richard Leo
*Jamieson, Oliver Philip	*Sweet, Robert David
*Trombley, Robert Anthony	

Metalsmith

Battista, William Francis	Gracyalny, Gerald Joseph
*Black, William	Tetreault, Armand Elzear
Ferron, Rene Alfred	Trahan, Gerald Romeo
*Members of National Honor Society.	

Class Officers

<i>President</i>	Kenneth Bachand
<i>Vice President</i>	Alfred Bachand
<i>Secretary</i>	Robert Trombley

Treasurer	Francis Lippe
Class Adviser	Mr. Anthony Chlapowski

Awards

American Legion Post 31 Award	
(Good Citizenship)	Kenneth Bachand
Director's Gold "C"	Kenneth Bachand
English	Harold Beatty
Mathematics	Oliver Jamieson
Science	Dennis Brown
Social Studies	Dennis Brown
Music Award	Edward Galipeau

In conclusion, I thank the Townspeople, the School Committee, the Advisory Board, the Superintendent of Schools, the faculty, the office staffs, and our custodian for their valuable aid in helping to make the Vocational Education Program a success in the Town of Southbridge.

REPORT OF CHARLTON STREET, EASTFORD ROAD, PLEASANT STREET AND WEST STREET SCHOOLS

RAOUL O. LATAILLE, *Supervising Elementary Principal*

Year 1961 has seen the development of a new era in the Southbridge Public Schools. Although the major changes were predominant at the senior high and at the junior high levels, the completion of the new Southbridge High School has had its effects on the elementary school organization.

First, the overcrowded conditions significantly predominant in the elementary schools have been greatly reduced to the point where activity rooms and library rooms have been eliminated as classrooms.

Second, the return of Pleasant Street School as an elementary school gave the Globe section of the town four much needed regular classrooms to relieve the other three elementary schools of their overcrowded conditions and has helped greatly to relieve the increasing costs of transportation.

Third, the new Southbridge High School has enabled us to expand the elementary school facilities to the point where all pupils are presently assigned to the school nearest their home.

The new administrative plan started last year, that of one supervising principal for the four elementary schools, has proved itself desirable in most areas. It has and will continue to assure more uniformity of operation and better standardization and strengthening of the curriculum which will gradually result in an increased level of achievement for all grades. With the con-

tinued understanding and cooperation of the teachers and the parents, the support of the administration in certain recommended areas, our elementary school organization can only improve.

Many aspects of our elementary schools have improved during the past year, but there is still room for more improvements. In the curriculum area, up-to-date texts are now in use for all major subjects. The latest acquisition of social studies textbooks completes this need. One phase of reading still remains to be improved and requires the utmost consideration and standardization; that is phonics.

Sets of phonics textbooks and workbooks have been received, and others are on order. These sets will soon be distributed to all teachers for study and evaluation, and it is our hope that the final selection will be one that is uniform, consistent, and generally adequate.

It is also our ambition and desire to give more consideration and emphasis to the fields of spelling and composition in the future.

Our endeavor to provide for the individual differences of all pupils or to provide equal opportunity for all pupils has been satisfied at most levels. The academically talented and the retarded pupils have been segregated according to their needs. The average pupil is also adequately provided for in the regular classroom. However, there is a large group of pupils between the mentally retarded and the average pupil which would require more attention, and that is the slow learner.

We hope that, in the immediate future, the administration will look favorably at the initiation of a remedial program for the slow learner. Recommendations already have been made along this line for consideration by the School Committee and the Superintendent of Schools. The adoption of such a program would definitely increase the understanding and the achievement of all pupils at all grade levels.

In connection with professional betterment, the first workshop session for all elementary grade teachers was held November 14. The workshop idea became a reality when the School Committee, at its November meeting, granted permission to the Supervising Elementary Principal and the teachers of the first five grades to use a half day of school each month for workshop purposes.

The functions of the workshop are: to identify and explore more readily common problems confronting the teachers; to find common policies of procedure; to evaluate the elementary curriculum and recommend changes; to appraise and select instructional materials; and to provide ways and means for continuous professional growth.

Perhaps the greatest strides forward were made in connection with public relations. The Parent-Teacher Associations at Eastford Road, West Street, and Pleasant Street schools

were re-activated, and the establishment of a P. T. A. Council in Southbridge became a reality.

The functions of the Council are: to promote the work of the elementary schools through cooperation with school administrators and the School Committee; to broaden community understanding of the elementary school program, its purposes and aims; to cooperate along definite lines of work for the improvement of conditions affecting the welfare of children and youth; to standardize P. T. A. procedures; and to unite in common projects.

The nucleus of the Council comprises all the officers of the three P. T. A.'s, a classroom parent representative for each one of the thirty-one elementary classrooms, the four Teaching Principals, and the Supervising Elementary Principal.

The first general Council meeting was held at Charlton Street School, November 14, at 7:30 P.M.

Work has been started by the steering committee of the P. T. A. Council to formulate a handbook for parents which will contain all the schedules, regulations, and policies of the elementary schools.

The achievement tests given to all pupils of grades 2 and 5 revealed that pupils in general are achieving adequately and commensurately with their intelligence. Where certain deficiencies or weaknesses existed in certain subjects or in certain phases of subject matter, remedial measures have been taken or are contemplated in the near future.

All elementary teachers are to be commended for their splendid cooperation and their truly efficient work in the classroom.

I wish to take this opportunity to extend my sincere appreciation and thanks to the many people who have contributed to the improvements and to the success of the elementary schools during 1961, especially my four Teaching Principals, Miss Callahan, Mrs. Dintini, Miss L'Ecuyer, and Mr. Puracchio.

REPORT OF MARY E. WELLS HIGH SCHOOL

LUCILLE M. THIMBLIN, *Supervising Principal*

The year 1961 marked the beginning of Mary E. Wells Junior High School as a single unit with all of the 6th, 7th, and 8th grades under one roof. The transfer of classes from the Marcy Street, Mechanic Street, and Pleasant Street schools to the Junior High School building, plus the assimilation of the three advanced elementary classes and the three special education classes which were already housed in the building made the long-awaited event possible. It is to the credit of the teaching staff that the transfer was made with as few problems as possible and that we have become, in reality, Mary E. Wells Junior High School.

As of October 1, 1961, 549 pupils were enrolled in Junior High School. Of these, 193 are 8th graders, 169 are 7th graders, and 187 are 6th graders. In addition to the 549 Junior High School students, there are 39 pupils enrolled in the special education classes.

This year for the first time, and as an extension of the philosophy that inaugurated the advanced elementary classes, the Junior High School students have been assigned to class groups on the basis of academic achievement. In addition to the 71 students who are assigned to the three advanced elementary classes, there are five class groups at each grade level, and each class group is populated with students who are achieving at comparatively homogeneous levels. By lessening the range of abilities within a group, teaching has become more efficient and infinitely better adapted to the interests and needs of the students. This grouping has also proved effective for the personal as well as the academic growth of the students. In a class with intellectual peers, students are subject to competition and criticism with equals, and they learn that they must work hard for praise and that they can work hard and yet do no better than someone else.

Each of the 15 class groups (exclusive of the advanced elementary and special education classes) follows a similar program schedule, although the work within each group varies according to the group's general ability. This schedule includes:

- Five periods per week of English (oral and written).
- Five periods per week of reading and literature.
- Five periods per week of arithmetic.
- Five periods per week of science.
- Five periods per week of social studies.
- Three periods per week of spelling and penmanship.
- One period per week of music.
- One period per week of art.
- Five periods per week as study periods.

Each homeroom teacher assumes responsibility for teaching reading and literature and spelling and penmanship. Since each teacher has a specific academic proficiency, all other subjects are taught on a departmental basis. The one exception to this is one 6th grade group of less academically talented pupils who, for reasons of personal need, remain with their homeroom teacher for a larger part of the daily schedule. For experiences in the fine arts, we share the services of Mrs. Rubenstein with the elementary schools, and the services of Miss Birtz with the high school. A small number of pupils participate in the band program under Mr. Sweet's supervision and are dismissed from regular classes for this instructional activity.

The study periods are scheduled on a large-group basis in order to free teachers for other supervisory activities on a rotating plan.

To stimulate the intellectually talented students, the three advanced elementary classes continue and are currently in their fourth year of operation. These classes are under the immediate supervision of Miss Edith Manzi. The program for these 71 students differs from the curriculum offered the 15 other junior high classes and provides a stimulating challenge for these students rather than an extended enrichment of standard courses. These students have had their academic program accelerated at least one full year in all areas, and, in addition, they are offered a three-year course in conversational French (4 years for the current 8th grade class). The addition of the Language Laboratory in the teaching of French has enabled the students to practice the skills of hearing and speaking. This year the advanced elementary classes have been afforded the opportunity to award a scholarship to one student for study in the summer French program at Assumption College.

Many of the junior high classes have participated in the "Twenty-One Inch Classroom" program of televised lessons, specifically the 6th-grade science classes and the advanced elementary French classes. Regular classroom work has been supplemented by other activities such as local field trips, the use of community resources and personnel, and participation in community projects.

This past year revisions were made in the language and social studies texts. New books were purchased for 7th grade supplementary reading, for the more able 8th grade science class, and special materials for the slower moving pupils in language and reading. Another innovation in the program was the complete revision of the report card, enabling teachers to evaluate the growth of pupils in work habits and study skills as well as in academic areas. Included in the revision was the change from alphabetical grades to percentage marks to correlate more closely with the reports of the elementary schools.

Also in cooperation with the elementary schools has been the new plan for teachers' workshops. One day a month, with the early dismissal of classes, teachers meet for a cooperative study of common problems.

In the immediate future, the teaching staff will be further augmented by the addition of the part-time services of a nurse and a counselor.

One of the most challenging aspects of inaugurating a "new" school program is the opportunity it affords for gradual changes and continued improvements. Some of the changes that are anticipated at the junior high school level, changes that will require continued staff investigation and recommendation, are the following (not necessarily in order of priority).

1. *Development of a student handbook for current students to assist them in their adjustment to a more demanding school program.*
2. *Curriculum handbooks in each subject area for a bet-*

ter coordinated academic program. A start has been made in this direction with tentative outlines in the areas of science and English.

3. *Inauguration of a remedial program in reading and arithmetic.* At this writing, it is anticipated that such a program can be begun on a limited basis as a substitute for the study period for a few pupils who have given evidence that they could profit from such a program.
4. *Elimination of the large-group study hall situation.* As it currently exists, the study hall does not serve a useful function. Although it does benefit a few students who possess sufficient initiative to profit from the opportunity, it presents an undesirable amount of disciplinary problems. The situation will require additional staff study. One possible alternative is an in-school, extra-curricular program, including science and math clubs, school newspaper, dramatics, student council, remedial work, band, chorus, etc. Since such a program would require teacher supervision and participation, some plan would have to be found for present extra-supervisory responsibilities, such as lunch-room duty, hall duty, etc. One favorable aspect of this alternate plan would be the elimination of the necessity of dismissing a student from an academic responsibility for participation in an extra-curricular activity. It would also allow full-school participation in some activity since bus transportation eliminates the possibility of a complete after-school program of activities.
5. *Partial program of electives, including art and music.* Presently, all students participate in art and music although not all pupils give evidence of interest in a fine arts program nor a willingness to participate effectively in such a program. Since we have only part-time services of teachers in these areas, it seems infinitely more logical that these two areas should be limited to students who could and would participate effectively and, consequently, could be offered more than one period per week in either art and/or music. It becomes obvious that some electives must be offered for those students who have less skill in academic areas. The field of practical arts (i.e., home economics and industrial arts) appears to meet this need. Since a sizeable percentage of the junior high school population falls in the category of "non-academic," this appears to be an imperative need. It would require additional personnel, but very little in the way of large equipment since the building already houses adequate equipment for the initiation of such a pro-

gram.

At this point in the report, some indication should be made of the need to find some solution to the heavy teacher load at the Junior High School, and the addition of effective electives might fill this need. It is earnestly hoped that some plan can be found to free teachers at least three periods a week in order that they can cope with the mounting requirements of the job. At present, homeroom teachers accompany classes and assist in supervision in all activities.

6. *The institution of a minimal program in physical education.* This appears to be mandatory for students of junior high school age, and in keeping with the recommendations of all authorities in the field of pre-adolescent and adolescent growth. Although it is recognized that only a minimal program could be initiated under the circumstances of present physical limitations, even a partial program would appear to be preferable to none.
7. *Planned program of assemblies which would widen the scope of student experiences and assist their growth in audience behavior.* It is further anticipated to use assemblies as an outlet for student expression. Our limited experience to date has given evidence of the vast opportunity we have for improvement in this area.
8. *Orientation program for incoming junior high school students.* This would be planned for a time near the end of a pupil's 5th-grade experience and would serve as an introduction to a new and somewhat more demanding school experience.
9. *Program of non-academic activities that would allow participation by all ability groups.* While it is desirable to keep classes together in ability groups for purposes of academic growth, there appears to be some necessity to schedule non-academic activities that would allow participation by all ability groups including the advanced elementary classes. This would furnish a feeling of cohesion within the school and do much to establish an all-school spirit.

Many of the above anticipated changes have some decided implications. Some of them can be put into effect with few, if any, budgetary problems. Others imply the need for additional personnel and/or materials and equipment. All of them are recommended as feasible and desirable improvements for a program that has made a promising start in the direction of improved education for all of the pupils of junior high school age in Southbridge.

The present Mary E. Wells Junior High School has achieved some status in its short existence. Three students were awarded prizes in a community creative writing contest spon-

sored by the Jacob Edwards Memorial Library. Another student was awarded a medal for a contribution to an essay contest sponsored by the Civil War Centennial Committee. The advanced elementary classes presented a program of Christmas Carols in French on Station WESO. Plans are being made for a spring music and drama program.

It has taken the cooperation of many people to successfully launch Mary E. Wells Junior High School. Primarily, the commendation goes to a dedicated, enthusiastic staff of teachers. In addition, we are sincerely appreciative of the friendly and helpful assistance we have received from Mr. Lataille, Miss Callahan, Dr. Robertson, and Mr. Desroches, and also for the patient and understanding help we have received from Mr. Robert Fox, the Superintendent of Schools and his office staff.

REPORT OF GUIDANCE AND PLACEMENT DEPARTMENT

DR. LEWIS A. KYRIOS, *Director*

The essence of our guidance services consists of an emphasis on cherishing the uniqueness of the individual student and on bending the efforts of the school staff to aid in his development. It is our intent to aid the student who has less learning ability than his peers to achieve as high a level as is possible for him in the skills so important for his performance as a worker, a family member, and a citizen. Our bright student is no longer made to slow his steps to those of his fellows. He is now guided and encouraged in obtaining an enriched education commensurate with his gifts, interests, and needs. The child whose social development interferes with his optimum use of school is helped by means of counseling, parent education, and changes in the school environment to understand and cope with the socialization process. Our point of view maintains that educators need to understand each student so that they may use the facilities of the school to advance his total development by helping him make the best use of educational opportunities.

In developing our guidance concepts, our services have been concentrated on the following areas:

1. Individual inventory services
2. Information service
3. Counseling service
4. Placement service
5. Follow-up service

Our individual inventory services emphasize our testing program, and our comprehensive testing program is utilized to determine levels of interest, ability, and achievement. These tests are given as soon as possible after the start of the school year and at the close of the school year. At some time in the nominal rate of grade progression, mental ability and achieve-

ment tests are given. Cooperative tests and specialized tests, such as the Preliminary Scholastic Aptitude Tests, National Merit Scholarship Qualifying Test, College Entrance Exams, and National Educational Development Tests, are given to the secondary students as they are announced.

Educational information, occupational information, and orientation conferences constitute our guidance informational services. This type of service, established to assure adequate information, is available to our students in their preparation for successful living. This phase of our guidance program is structured in the following manner:

- A. Maintaining up-to-date guidance library
 1. College and school catalogs
 2. Scholarship and financial aid information
 3. Educational reference books
 4. Occupational information files
- B. Recruiting pupils for such activities as conferences, interviews, and visitations to colleges, hospitals, technical schools, and industries.
- C. Providing application forms for College Entrance Examinations.
- D. Processing applications for scholarships
- E. Preparation of publications for student orientation purposes.

To improve our informational services, a visual-aids section of our guidance library is being organized. This particular project is being developed by our visual-aids director.

Our counseling may be defined as individualized and personalized help extended to a student in making choices, plans and adjustments, with all pertinent facts studied and analyzed, and a solution sought, with the student assuming increasingly greater self-direction. Counseling is the "backbone" of our guidance services. Stress is placed in the areas of educational planning and educational adjustment. Every high school student is interviewed during the course of the year.

A placement service is offered by the Guidance Department. This service is utilized to assist students who wish to be placed in various positions in the labor field. Part-time work has been secured for many students. Students are notified when part-time positions are available.

An important function of our guidance office is our follow-up service. It consists of the presentation of a composite picture of what happened to the last graduating class and a survey based on a five-year follow-up study.

A study of the 1961 graduates revealed the following information:

	Boys	Girls	Total	Per- cent
Colleges and Universities (4-year degree granting)	24	18	42	34+

Junior colleges	4	9	13	10+-
Nursing schools				
(R. N. & L. P. N.)	0	9	9	7+
Business schools	3	5	8	6+-
Private preparatory and post-graduate secondary schools	0	1	1	.8
Trade, technical and vocational schools (non-degree granting)	0	7	7	5+-
Total continuing in post-secondary education	31	49	80	65
State employment	9	28	37	31
Service	6	0	6	4
TOTAL	46	77	123	100

The results of a survey of the 1957 graduates are as follows:

Class of 1957	95	Graduates
Degree granting colleges	21	22.2
Graduates entering:	Total	Percent
Nursing schools	10	10.5
Junior colleges and all other schools	9	9.4
Total degree-granting colleges, nursing schools, junior colleges and all other schools	40	42.1
Armed Forces	16	16.8
Labor market	39	41.1
TOTAL	95	100.00

Information concerning the students who attended the degree-granting colleges from the above class is as follows:

Degree-granting college entrants	21
Degree-granting college graduates	15
Percent of graduates	71

The six students who did not graduate are listed as follows:

Seniors at present	2
A Navy Pilot after two years of college	1
Married	1
Did not complete college	2

The present positions of fifteen graduates of college are listed as follows:

Teachers	5
Engineer	1
Entered medical college	1
Entered Air Force (Officer)	1
College instructors (Fellowship Scholarship)	
Yale	1
Michigan State	2
Industrial management	1

Graduate students	2
Research worker	1
Librarian	1

Information concerning the students who attended nursing schools is as follows:

Nursing school entrants	10
Nursing school graduates	7 (RN)

The three students who did not graduate are listed as follows:

Student nurse	1
Married	2

Information concerning the students who attended junior colleges is as follows:

Junior college entrants	5*
Junior college graduates	5*

Information concerning the students who attended other schools is as follows:

Agriculture	graduated	1
Art school	graduated	1
Hairdressing school	graduated	1
School of accounting	graduated	1
Airline hostess school	graduated	1

Sixteen students entered the Military Service. Two students are still in the Service. Three are in college. Eleven are in the labor market.

Thirty-nine students entered the labor market. Thirty-eight are still in the labor market or at home.

* One student entered junior college after the statistics on the preceding page were compiled.

Conclusion

It is important, before bringing this brief report to a close, that acknowledgment be made to members of the School Committee for outstanding service during the past year. They have given unselfishly of their time and energy in solving the many difficult problems that have been presented to them for decision.

Our educational and service staffs have demonstrated high morale, a continuous pride in their work, and a desire to strive continually to improve the Southbridge Public Schools as an instrument to educate the children of our community.

The various town departments have given excellent co-operation throughout the year.

To all of these public-spirited and interested citizens who have contributed their services, ideas, and support, I wish to express appreciation and gratitude.

Respectfully submitted,
 ROBERT L. FOX,
Superintendent of Schools

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JACOB EDWARDS LIBRARY



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